DOCUMENT RESUME

ED 249 325 UD 023 835

TITLE	Chapter One in Ohio: Education Consolidation and Improvement Act, 18th Annual Evaluation Report, Fiscal 1983.
INSTITUTION	Ohio State Dept. of Education, Columbus.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Jun 84
NOTE	33p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Achievement Gains; Basic Skills; *Compensatory Education; Elementary Secondary Education; Federal Aid; Parent Participation; Program Costs; *Program Effectiveness; Reading Programs; Remedial Mathematics; *Remedial Programs; Special Education; Staff Development; *State Programs; State Schools; *Student Participation
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1; *Ohio

ABSTRACT

This report summarizes recent compensatory education program activities in Ohio, which were funded through Chapter 1 of the Education Consolidation and Improvement Act. It presents and discusses statistics for the 1982-83 school year, participation trends, instructional impact, expenditure and staffing patterns, inservice training, parent involvement, and five-year trends. The first part of the report describes basic Chapter 1 services. Participants in basic programs are said to have included students at every grade level, but a majority were in Grades 1-3. The standardized test scores reported document gains in basic skills (reading and mathematics) for most participants. Expenditure patterns show that reading programs absorbed the largest share of funding, and teachers' salaries constituted the greatest single expense. Parents' advisory role is said to have significantly increased the effectiveness of Chapter 1 in improving student achievement. The remainder of the report describes Chapter 1 services provided for the children of migratory agricultural workers, and those handicapped, neglected, and delinquent children being educated in State agency schools. Finally, major services provided by the Ohio Department of Education to local school districts and to State agency schools are outlined. (KH)

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Chapter One in Ohio

Education Consolidation and Improvement Act 18th Annual Evaluation Report

Fiscal 1983

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Chapter One in Ohio

Education Consolidation and Improvement Act
18th Annual Evaluation Report

Fiscal 1983

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OHIO DEPARTMENT OF EDUCATION □ **Franklin B. Walter,** State Superintendent of Public Instruction □ **R. A. Horn,** Assistant Superintendent of Public Instruction □ 933 High Street, Worthington, Ohio 43085.

Chapter One Helps Children

This 18th annual report provides a summary of recent activities provided in Ohio through Chapter 1 of the Education Consolidation and Improvement Act and its predecessor, Title I of the Elementary and Secondary Education Act. Information presented includes statistics for fiscal 1983 (the 1982-83 school year and the summer that followed), participation trends, instructional impact, expenditure and staffing patterns, parent involvment, and five-year trends.

Chapter 1 authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. The legislation directs that priority educational needs of these children be identified and programs designed to provide appropriate supplemental instruction.

Basic provisions of Chapter 1 are funded on the premise that areas with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. Public school districts are allocated funds to provide supplemental instruction for such students.

Special provisions of Chapter 1 recognize a federal responsibility to improve the educational opportunities available to the children of migratory agricultural workers. The legislation channels funds through state departments of education for distribution to school districts where influxes of migrant children occur.

Special provisions of Chapter 1 also recognize the need for supplemental instruction to help handicapped, neglected, and delinquent children who attend school in state-operated facilities.

Pages 2 to 15 in this report explain the basic Chapter 1 services provided through Ohio's public school districts. Statistics for the current year and five-year trends clearly indicate that this program helps children become successful learners.

Pages 16 to 27 describe the special Chapter 1 services provided for the children of migratory agricultural workers and those handicapped, neglected, and delinquent children being educated in state agency schools. Here also the statistics indicate the beneficial human impact of the supplemental services provided through federal aid to education.

Chapter 1 in Ohio is administered by the Ohio Department of Education's Division of Federal Assistance and Division of Special Education. A description of the state's leadership role is on page 28.

Basic Programs

Nearly all school districts in Ohio qualify for Chapter 1 funds and, except for a few with small allocations, most participate. In fiscal 1983, a total of 606 of 615 districts operated Chapter 1 programs.

Fiscal Year	Districts Participating	Percent of All Districts
1979	602	98%
1980	601	98
1981	602	98
1982	603	98
1983	606	99

The allocation for each school district is based on a formula dependent on the number of children aged five through seventeen residing in the district who are:

- From low-income families, based on census data.
- From families receiving Aid for Dependent Children.
- In institutions for neglected or delinquent children.
- In foster homes in the district.

Grant awards to school districts for basic programs for the last five years total over $400,000,000. Note that the grant award increased about three percent from 1982 to 1983, but not enough to keep up with the rate of inflation.

Fiscal Year	Grant Award
1979	$ 71,843,792
1980	84,609,916
1981	83,244,360
1982	80,281,200
1983	82,548,584

Chapter 1 is *forward funded*, a term meaning that the money approved for the fiscal year which begins in October is available for use during the school year which begins the next September. Provisions are also made for funds to be carried over and used the following year.

The rationale for forward funding and carryover is to provide school administrators with the flexibility needed to employ staff on a timely basis and to adjust to changes which occur during the school year.

All basic program statistics which follow relate to actual expenditures of Chapter 1 funds rather than grant awards.

Five-Year Trends: Chapter 1/Title I Expenditures

Fiscal Year	Current Funds	Carryover Funds	Total Expenditures
1979	$60,412,386	$ 8,335,947	$68,748,333
1980	74,675,344	11,642,053	86,317,397
1981	77,255,662	15,224,388	92,480,050
1982	73,309,416	9,901,159	83,210,575
1983	73,692,423	8,360,285	82,052,708

Student Participation

Most Chapter 1 activities in Ohio are conducted during the regular term, and over half are directed toward serving children in grades one through three. The 605 school districts providing Chapter 1 instruction during the regular term served 119,640 students. The 9 districts having summer term instruction served 824 students. Of these students, 429 participated both terms.

The grade level with the most participants was grade one with 26,653 students. Grade two ranked second with 23,599. Grades three and four followed with 18,485 and 14,998 respectively.

Very few school districts provide Chapter 1 services at the secondary level. On a combined basis, only 6 percent of all participants in fiscal 1983 were in grades seven or above. The lower percentages of older students do not mean that there are no educationally disadvantaged secondary students. Instead, it indicates that priorities have been established in line with local needs assessment and current levels of funding.

1983 Chapter 1 Students

Grade Ranges	Regular Term		Summer Term		Either or Both Terms	
	Participants	Percent	Participants	Percent	Participants	Percent
Prekindergarten	2,778	2%			2,778	2%
Kindergarten	6,063	5	1		6,064	5
Grades 1-3	68,684	58	169	21%	68,737	57
Grades 4-6	36,183	30	127	15	36,238	30
Grades 7-9	5,013	4	304	37	5,207	5
Grades 10-12	919	1	223	27	1,011	1
Totals	**119,640**	**100%**	**824**	**100%**	**120,035**	**100%**

On the average, nearly 134,000 children were in Chapter 1 or Title I classes during each of the last five years. Regular term students are usually provided over 30 minutes of extra daily instruction for 33 weeks. Summer term students typically study under teacher guidance for over an hour a day for seven or eight weeks.

Note that the emerging trend is to serve students during the regular term only, rather than during both terms or the summer only.

Five-Year Trends: Chapter 1/Title I Students

Fiscal Year	Regular Term Only	Summer Term Only	Both Terms	Total
1979	120,817	2,537	5,912	130,266
1980	142,562	1,901	1,692	146,155
1981	143,075	873	681	144,629
1982	125,986	552	388	126,926
1983	119,211	395	429	120,035

Private school students who meet the selection criteria and who reside in qualified attendance areas are included in the planning for basic Chapter 1 programs and are provided with appropriate services. In fiscal 1983, a total of 5,516 private school students received Chapter 1 instruction.

1983 Private School Students		
Grade Ranges	**Participants**	**Percent**
Kind.-grade 3	3,261	59%
Grades 4-6	1,820	33
Grades 7-12	435	8
Totals	**5,516**	**100%**

During each of the past five years, an average of 5,900 private school students participated.

Five Year Trends: Private School Students	
Fiscal Year	**Participants**
1979	4,693
1980	6,412
1981	6,866
1982	6,163
1983	5,517

Local school districts receive extra Chapter 1 funds to help students who reside in homes for neglected or delinquent children. In fiscal 1983, a total of 2,964 such students were served. Of these, 364 participated both terms.

1983 Neglected or Delinquent Students				
Grade Ranges	**Regular Term**		**Summer Term**	
	Participants	**Percent**	**Participants**	**Percent**
Kind.-grade 3	310	12%	63	9%
Grades 4-6	380	14	109	16
Grades 7-12	1,939	74	527	75
Totals	**2,629**	**100%**	**699**	**100%**

The trend in delivery of Chapter 1 services for neglected or delinquent students is moving from summer only to regular term or both. In fiscal 1983, over 88 percent of the students participated during the regular term and 12 percent received extra help both terms.

Five-Year Trends: Neglected or Delinquent Students			
Fiscal Year	**Regular Term**	**Summer Term**	**Either or Both Terms**
1979	1,635	671	2,106
1980	2,242	772	2,666
1981	2,024	583	2,396
1982	2,346	545	2,615
1983	2,629	669	2,964

Instructional Areas

Reading instruction is almost always identified as the most crucial area of need. First priority for participation is given to children most in need of additional help. In fiscal 1983, participants were students who scored at or below the 36th percentile on a standardized achievement test. A total of 107,065 students received reading services in the regular term and 624 in the summer.

The usual procedure is for groups of about five students to leave their regular classroom for 30 to 35 minutes a day and meet with a Chapter 1 teacher in a separate room. Instruction is geared to a level where each child can be successful.

Math instruction, the second-ranked area of need, is usually conducted in a small group setting similar to that for reading. A total of 11,361 students participated during the regular 1982-83 school year and 538 in the summer.

In a few instances, the district determines a need for preschool education for children under five. As noted below, 2,778 youngsters were involved during the 1982-83 regular term.

Percentages of participants in each instructional area provide a perspective beyond that of numbers. Eighty-nine percent of the 119,640 regular term participants received reading instruction. During the summer term, 76 percent of the 824 participants were in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 9 percent were involved in the regular term while 65 percent received mathematics instruction in the summer.

1983 Chapter 1 Instructional Areas	Regular Term		Summer Term	
	Participants in Area	Percent of All 119,640 Participants	Participants in Area	Percent of All 824 Participants
Reading	107,065	89%	624	76%
Mathematics	11,361	9	538	65
Preschool education	2,778	2		
Tutorial services*	934	1	56	7

*In subject areas other than reading and math, mostly for neglected and delinquent youth.

Through the years, the extra instruction provided by Chapter 1 and Title I has emphasized improvement of basic reading and mathematics skills. Percentages of all participants involved in these and other instructional areas reflect this trend.

Five-Year Trends: Participation by Instructional Areas

Instructional Areas	Percent of All Regular Term Participants					Percent of All Summer Term Participants				
	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983
Reading	89%	89%	88%	88%	89%	81%	80%	73%	77%	76%
Mathematics	8	10	11	9	9	75	54	48	60	65
Preschool education	4	3	3	3	2	1				
Other*	1		1	1	1	3	3	8	19	7

*Mostly tutorial services for neglected and delinquent children residing in institutions.

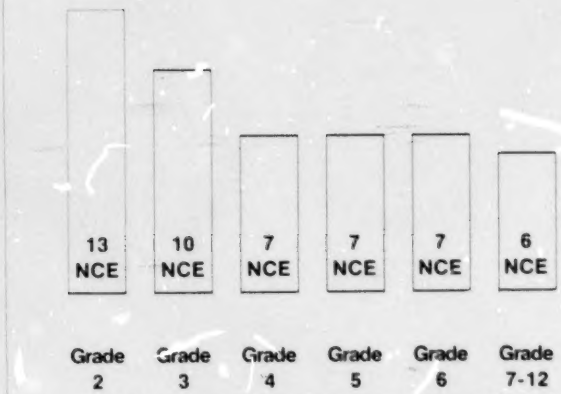
Impact of Reading Instruction

To evaluate the effectiveness and impact of Chapter 1 reading instruction, each local school uses standardized tests to check students' skills in the fall and again in the spring. Differences in test scores are reported in normal curve equivalent (NCE) units.

The NCE system of reporting measures academic gains which can be attributed to extra instruction provided by Chapter 1. To interpret the data, the reader should understand the following:

- This evaluation model is designed for students in grades two and above. Younger children are tested near the dates instruction begins and ends, but NCE gains below grade two are not included in this report.
- Scores are reported for only those students who take both the pretest and posttest. Test scores are converted to NCEs and composited to the state level.
- With only regular classroom instruction, children are expected to maintain their own position relative to other children in the class—that is, make no NCE gains.
- With extra Chapter 1 instruction, children are expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular instruction. A gain of 7 NCEs is considered significant. As the graph below indicates, second graders in Ohio who received Chapter 1 reading instruction in 1983 were 6 units above this rate. This gain is especially significant since over 22 percent of all participants were enrolled at this grade level. Average gain for all students was 10 NCEs.

1983 Gains in Reading



Gains reported are for a sampling group which generated 18,414 sets of test scores for children in grades two and above who participated during the regular term and for whom pretest and posttest scores were available

This extra instruction annually helps over 100,000 youngsters improve their basic reading skills. Stated another way, about nine of ten participants make gains in reading.

During the past five years, average gains in reading have consistently been at or above the 7 NCEs considered significant. These gains are especially impressive in light of Ohio's policy of limiting participation to children who scored at or below the 33rd percentile on a standardized test in 1982 and earlier and at or below the 36th percentile in 1983.

Five-Year Trends: Gains in Reading

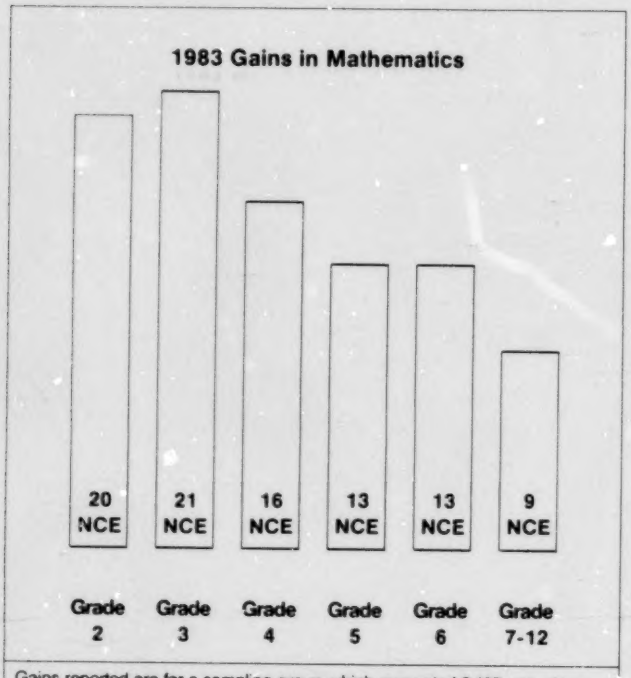
Fiscal Year	Average NCE Gain by Grade Level						Average for All Levels
	2	3	4	5	6	7-12	
1979	13	13	12	11	9	9	12
1980	15	11	9	9	9	8	11
1981	12	10	8	8	7	3	10
1982	10	8	7	8	8	7	9
1983	13	10	7	7	7	6	10

Impact of Mathematics Instruction

Results on standardized tests are also used to evaluate the effectiveness of Chapter 1 mathematics instruction. The system for reporting is the same as that used for reading.

As 1983 gains in mathematics are studied, keep in mind that there were only 11,361 regular term participants in this area compared with 107,065 in reading.

Note that the average NCE gains of second, third, and fourth graders were more than double the number (7) considered significant. The average gain for all students combined was 16 NCEs.



Gains reported are for a sampling group which generated 2,487 sets of test scores for children in grades two and above who participated during the regular term and for whom pretest and posttest scores were available.

During the past five years, about one of every ten participants received extra math instruction. Gains tend to run higher than those for reading. Also, because of the small numbers of students involved in mathematics, gains tend to fluctuate more than in reading.

Five-Year Trends: Gains in Mathematics

Fiscal Year	Average NCE Gain by Grade Level						Average for All Levels
	2	3	4	5	6	7-12	
1979	22	18	26	22	23	10	22
1980	15	15	16	14	14	11	15
1981	19	15	6	11	7	15	10
1982	16	8	6	7	7	7	8
1983	20	21	16	13	13	9	16

Expenditure Patterns

People trying to understand the size and scope of Chapter 1 want to know when and how the money is spent.

In Ohio nearly all expenditures are made during the regular school year. Less than two-tenths of one percent is used during the summer months.

The money is used for extra instruction, especially in the area of reading. When expenditures within the various instructional areas are viewed as percentages, the importance placed on regular term instruction and reading is obvious. Expenditures during the summer term are more diversified with noticeable percentages increases in mathematics and in the "other" category, which includes tutoring provided for neglected and delinquent children who reside in institutions.

1983 Chapter 1 Instructional Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Reading	$70,232,969	86%	$96,805	78%	$70,329,774	86%
Mathematics	7,246,938	9	24,070	20	7,271,008	9
Preschool education	3,051,979	4			3,051,979	4
Other*	1,397,274	1	2,673	2	1,399,947	1
Totals	**$81,929,160**	**100%**	**$123,548**	**100%**	**$82,052,708**	**100%**

*Supportive services and tutoring for neglected and delinquent children residing in institutions.

The trend in Ohio, not only for the last five years but for the previous thirteen, has been to concentrate expenditures on the improvement of reading skills. Secondary emphasis has consistently been on the improvement of math skills. The only other area with significant expenditures is preschool education.

Five Year Trends: Expenditures by Instructional Areas					
Instructional Areas	1979	1980	1981	1982	1983
Reading	84%	85%	83%	85%	86%
Mathematics	9	10	10	10	9
Preschool education	6	5	5	4	4
Other*	1		2	1	1

*Supportive services and tutoring for neglected and delinquent children residing in institutions.

1983 Chapter 1 Function Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Salaries and fringe benefits	$78,062,373	95%	$115,495	93%	$78,177,868	95%
Instructional materials, supplies, and equipment	2,224,572	3	4,469	4	2,229,041	3
Supportive services	1,642,215	2	3,584	3	1,645,799	2
Totals	**$81,929,160**	**100%**	**$123,548**	**100%**	**$82,052,708**	**100%**

Expenditures can also be categorized by their use for salaries, fringe benefits, instructional materials, supplies, equipment, and supportive services. As indicated here and on the following page, most of the money is used to employ teachers and aides who work directly with children. In contrast, less than four-tenths of one percent is used for equipment.

Five-Year Trends: Expenditures by Function Areas

Function Areas	1979	1980	1981	1982	1983
Salaries and fringe benefits	94%	92%	93%	95%	95%
Instructional materials, supplies, and equipment	3	4	3	2	3
Supportive services	3	4	4	3	2

Another way to look at expenditures is by average cost per student receiving extra instruction during the regular term, summer term, or both.

In fiscal 1983, the 119,640 children in regular term activities were served at an average cost of $685 each or about $4.15 a day. In a typical seven-week summer session, the average cost for each of 824 students was $150 or about $4.28 a day.

Average Participant Expenditures

Fiscal Year	Regular Term	Summer Term	Both Terms
1979	$536	$ 83	$619
1980	595	132	727
1981	642	116	758
1982	657	128	785
1983	685	150	835

Staff Positions

Ninety-five percent of all Chapter 1 expenditures in 1983 were for salaries and related costs. Who received these salaries and what services did they provide to students? An overview of staff positions provides a general answer.

A total of 3,069 teachers, some of whom worked as tutors, were employed during the regular term and 58 worked during the summer. The average regular term teacher met with seven groups of four or five children daily. In the summer, the typical teacher met with two or three groups of six to eight children.

1983 Chapter 1 Staff Positions	Regular Term			Summer Term		
	Full-Time	Part-Time	Full-Time Equivalent	Full-Time	Part-Time	Full-Time Equivalent
Teachers/tutors	2,372	697	2,708	30	28	41
Teachers aides	476	174	561			
Coordinators, supervisors, directors	42	291	102	1	1	2
Secretaries	37	172	75			
Other supportive	37	220	64			
Totals	**2,964**	**1,554**	**3,510**	**31**	**29**	**43**

Chapter 1 teachers are sometimes assisted by aides. In 1983, a total of 650 aides assisted Chapter 1 teachers during the regular term. In the summer, no aides were employed.

During the regular term, 93 percent of the full-time equivalent positions were filled by teachers, tutors, and aides who worked directly with children. In the summer, 97 percent of the positions were filled by teachers and tutors.

The effectiveness of Chapter 1 depends on concentrated, direct instruction of children. Between 1979-1983 the average regular term Title I teacher met with 37 to 44 children per day with four to six per class. During the summer, when morning only sessions are typical, the average teacher met with 12 to 19 children per day with seven to nine per class.

Five-Year Trends: Chapter 1/Title I Staff Positions

Staff Positions	Regular Term					Summer Term				
	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983
Teacher/tutors (full-time equivalent)	3,449	3,679	3,382	3,016	2,708	664	274	125	58	43
Participants	126,729	144,254	143,756	126,374	119,640	9,449	3,593	1,554	940	824
Average pupil-teacher per day ratio	37-1	39-1	43-1	42-1	44-1	14-1	13-1	12-1	16-1	19-1
Average pupil-teacher class size ratio	4-1	5-1	5-1	6-1	5-1	7-1	7-1	8-1	9-1	7-1

Inservice Education

The teachers, aides, and others who are responsible for helping Chapter 1 participants become succesful learners need to renew or upgrade their skills periodically. For this reason, even though many Chapter 1 teachers have masters degrees and numerous years of successful teaching experience, inservice education is considered an important Chapter 1 activity.

In 1983 a total of $328,320 was used to provide inservice education for 3,159 of the persons who held Chapter 1 staff positions. An additional 1,050 other staff members who worked with Chapter 1 participants also had the opportunity to improve their skills and understanding through these inservice activities.

In some instances, inservice is provided by the local district. In many counties and multicounty areas, districts work together to provide more comprehensive inservice education.

1983 Inservice Participants	Chapter 1 Staff	Other Staff
Teachers	2,313	542
Teacher aides	538	52
School administrators	218	198
Curriculum specialists	13	32
Others	77	226
Totals	**3,159**	**1,050**

Parent Involvement

The major goal of all parent involvement related to Chapter 1 is improved student achievement. As would be expected, types of involvement are varied. A very important type, parent advisory council membership, is discussed separately on the following page.

Parents of all Chapter 1 participants are also encouraged to meet with Chapter 1 teachers to discuss the progress and learning problems of their children. Classroom teachers are sometimes invited to participate in the same conference to provide a more coordinated approach to helping the child.

Many parents visit their child's Chapter 1 class; help make instructional games for use at school or at home; attend meetings with guest speakers; or help out as volunteer tutors, storytellers, or monitors.

Teachers in some districts visit homes to encourage parent involvement and to gain a better understanding of the needs of individual children.

One noticeable change in parent involvement in the last two years has been a shift in emphasis away from home visits. The numbers of parents involved in the other categories listed below have tended to decline in proportion to the declining number of student participants.

1983 Types of Involvement	Parents*
Individual conferences with Chapter 1 staff members	80,702
Classroom visits by parents	25,804
Group meetings (in addition to council meetings)	20,722
Home visits by Chapter 1 staff members	8,313

*An estimated total of 68,795 parents of Chapter 1 students were involved one or more times in the listed activities.

Five-Year Trends: Other Parent Involvement				
Fiscal Year	Individual Conferences	Classroom Visits	Group Meetings	Home Visits
1979	91,857	31,641	32,058	13,131
1980	94,018	33,808	28,948	14,798
1981	91,239	33,739	24,900	14,715
1982	87,963	29,394	21,165	9,840
1983	80,702	25,804	20,722	8,313

Parent Advisory Councils

Chapter 1 regulations require school districts to convene an annual public meeting for the purpose of explaining activities and programs to the parents of participating children. Districts may provide reasonable support for additional parent activities.

Chapter 1 legislation dropped the restrictive requirements of its predecessor, Title I, for formal school and district councils. However, most districts in Ohio continued school councils as locally designed organizations. District councils were kept in many districts, but without rigid requirements. Thus, members and school administrators were able to modify their procedures to better suit local needs.

Involvement of parents in an advisory role significantly increased the effectiveness of Chapter 1. Typical activities of school council members included working on committees, observing in classrooms, organizing activities for other parents, and working as volunteers.

At the district level, council members were likely to discuss and recommend ways to improve the district's Chapter 1 activities as they relate to the needs of children, help arrange one or more districtwide or countywide meetings for parents of all Chapter 1 participants, or assist with exchanges of information through newsletters or tours of several Chapter 1 classrooms.

During fiscal 1983, a total of 2,309 advisory council meetings were held at the school level. Membership was a record-high 30,118. Another 952 meetings were held at the district level, where membership totaled 4,469. In addition to local school and district meetings, council members were encouraged to organize and attend county or multidistrict meetings.

School council membership has increased gradually during the past five years. Reasons for the increase include dedicated efforts by Chapter 1 teachers and school principals to reach parents and convince them of the importance of council activities in relation to their children's academic achievements.

As expected, in the absence of a mandate, district council membership declined in 1983. Parents, especially those in large city school districts or in sprawling rural districts, prefer to be involved at the school which their children attend.

1983 Council Membership	School Councils	District Councils
Parents of public school participants	27,932	3,792
Parents of private school participants	704	168
Parents of eligible but unserved children	793	180
Community representatives, other interested persons	689	329
Totals	**30,118**	**4,469**

Five-Year Trends: Council Membership		
Fiscal Year	School Councils	District Councils
1979	22,950	10,176
1980	25,217	9,144
1981	26,177	8,172
1982	26,238	7,528
1983	30,118	4,469

Chapter 1 Basic Programs

Chapter 1 helps children! Evaluation data gathered in local school districts and compiled at the state level clearly indicate that thousands of children are helped each year.

The following list provides supportive evidence and a summary of Chapter 1 operations during fiscal 1983 (the 1982-83 school year and the summer which followed).

- Of Ohio's 615 school districts, 609 or 99 percent conducted Chapter 1 programs.
- Local school districts spent $82,052,708 of Chapter 1 funds, plus $14,096,578 of other funds, to provide this extra instruction for 120,035 educationally disadvantaged children.
- Most Chapter 1 activities were in the regular school term, during which over 99 percent of the participants received instruction and nearly all expenditures were made.
- Ninety-four percent of the students receiving Chapter 1 instruction were in grade six or below. The greatest concentration of pupils, 57 percent, was in grades one through three.
- Highest priority for Chapter 1 services is given to reading. Eighty-nine percent of all regular term participants and 76 percent of all summer term participants received instruction in this area.
- Chapter 1 participants are making significant achievement gains. Students receiving extra instruction in reading gained an average of 10 NCEs (the normal curve equivalent unit of measure especially designed to measure Chapter 1 progress). Students receiving mathematics instruction gained an average of 16 NCEs. (A gain of 7 or above is considered significant).
- Eighty-six percent of all expenditures for the year were directed toward reading instruction. Next in money expended were mathematics and preschool education, with nine and four percent respectively.
- Ninety-five percent of all expenditures for the year were for staff salaries and related fringe benefits.
- School districts hired 2,708 teachers or certified tutors, on a full-time equivalent basis, to instruct Chapter 1 participants during the regular term. During the summer term, districts hired 43 teachers or tutors on a full-time equivalent basis.
- Parent advisory councils, even though they were no longer required by law, were an integral part of Chapter 1. A total of 4,469 parents served on district councils and 30,118 (a record high) were on building councils.

Summary of Successes

Several reasons for the success of Chapter 1, and its predecessor Title I, are apparent:

- Provision of concentrated instructional services for selected educationally disadvantaged children.
- Emphasis on needs assessment and diagnostic-prescriptive instruction.
- Concentration on improvement of basic reading and math skills.
- Coordination with classroom instruction.
- Reliance on school principals as instructional leaders.
- Support by local boards of education with additional funds for Chapter 1/Title I purposes.
- Meaningful involvement of parents in advisory roles.

This program is working in Ohio, but much more must be done if the instructional needs of eligible children are to be met in the future. Several courses of action by school administrators are recommended:

- Continue to use available funds prudently.
- Encourage teachers, principals, and parents to work together to plan and carry out Chapter 1 instructional activities.
- Urge teachers to continue developing personalized instructional plans for each child in a Chapter 1 class.
- Seek ways to motivate more children to improve their reading skills.
- Continue to involve parents in meaningful advisory roles.
- Convince legislators and the public through effective publications, audiovisual presentations, and speaking engagements that Chapter 1 helps children.

Concerned parents, educators, and other community leaders must also convince the President, members of Congress, and other government officials that:

- Chapter 1 helps thousands of children annually to improve their reading and math skills and to be successful in school.
- Much remains to be done to help thousands of additional educationally disadvantaged children each school year.
- Children who aren't helped to master basic academic skills are more likely to end up on unemployment and welfare rolls in the future and cost more in tax dollars instead of less.
- Local school districts and states cannot solve educational problems alone. *Federal aid for areas of special need is essential.*

Special Programs for Migrant Children

Educational programs for children of migratory agricultural workers are currently funded through special provisions in Chapter 1 of the Education Consolidation and Improvement Act.

Annual grant awards to the state are based on a count of school-age children and the number of days they are in Ohio. Recruiters locate families as they move from state to state and community to community, register the children and have information about them sent to the national Migrant Student Record Transfer System, and tell parents about the educational services provided through Chapter 1.

The table below reports the number of children counted for the past five years and the grant awards.

Ohio Child Count and Funds

Fiscal Year	Children Ages 0-21	Grant Award
1979	5,695	$1,488,656
1980	5,615	1,712,154
1981	5,400	1,712,154
1982	5,474	1,712,154
1983	5,796	1,455,331

Three crops (pickles, tomatoes, and sugar beets) and truck farming attract workers and their families to Ohio. School districts, primarily in northwestern and western parts of the state, which anticipate influxes of migrant students apply to the Ohio Department of Education for funds. Allocations and budgets are based on the number of students expected and the services to be provided. If enrollments run higher or lower, adjustments are made.

The number of students who enroll each year fluctuates with labor demands and weather conditions.

Districts and Participants

Fiscal Year	Districts	Participants
1979	28	3,872
1980	29	3,203
1981	26	2,860
1982	26	3,240
1983	27	3,190

A few migrant families arrive in Ohio in time for spring plowing. The greatest influx is during the months of July and August. Many families stay until the first frost in late September or early October. Seasonal enrollment for the last five years illustrates these trends.

Enrollment by Seasons of the Year

Season	1979	1980	1981	1982	1983
Spring	82	133	128	78	119
Summer	2,259	2,382	1,905	2,017	2,059
Fall	1,899	1,622	1,429	1,257	1,785

Over 60 percent of the migrant youngsters receiving Chapter 1 instruction are usually enrolled in grades one through six. About 20 percent are typically in preschool or kindergarten. The remainder are in grades seven through twelve.

Chapter 1/Title I Enrollment by Grade Ranges

Fiscal Year	PreK-K	1-3	4-6	7-12
1979	22%	36%	26%	16%
1980	23	36	25	16
1981	19	35	27	19
1982	23	34	24	19
1983	20	34	30	16

Instructional emphasis is on helping younger children develop English language skills. Oral language, in particular, is stressed because many of the children are predominately Spanish speaking. Improvement of reading and math skills is also emphasized. The typical student often receives instruction in more than one subject area, especially during the spring and summer.

Elementary Instructional Areas

Subject Areas	Percent of 1983 Enrollment		
	Spring	Summer	Fall
Oral language	52%	44%	83%
Reading	52	99	83
Mathematics	28	97	68

At the secondary level during the spring and fall, migrant students have the same course choices as local students. Chapter 1 migrant funds are used primarily to provide teachers for pullout classes or tutoring, as needed. During the summer, both academic and vocational subjects are offered. Several school districts schedule summer evening classes so that older students can both work and attend school.

Secondary Instuctiona' Areas

Subject Areas	Percent of 1983 Enrollment		
	Spring	Summer	Fall
Tutoring/pullout classes	100%		100%
English/ESL		30%	
Mathematics		18	
Vocational		15	
Other subjects		59	

About 84 percent of the funds for migrant education are typically used for staff salaries and fringe benefits. Because of the nature of migrant education, supportive services are necessary. During the summer months, pupil transportation, food, and health services are provided. Other supportive services include student recruitment and transmission of health and educational information to the Migrant Student Record Transfer System.

Expenditures by Function Areas					
Function Areas	1979	1980	1981	1982	1983
Salaries, fringe benefits	85%	84%	83%	83%	84%
Instructional materials, supplies, equipment	3	4	2	3	3
Supportive services	12	12	15	14	13

Parent involvement is required by law. Types of involvement include conferences with teachers, attendance at open house events, recruitment assistance, and school advisory council roles.

Parent Involvement						
Types of Involvement	Term	1979	1980	1981	1982	1983
Individual conference	Spring	7	4		4	5
	Summer	96	172	147	223	250
	Fall	114	138	149	123	128
Open house attendance	Summer	789	1,018	965	746	673
	Fall	14	80	55	67	88
Recruitment assistance	Spring	12	14	10		6
	Summer	25	40	103	110	57
	Fall	34	22	20	5	32
Advisory council membership	Spring	2	13	7	2	
	Summer	113	138	155	135	63
	Fall	70	103	96	23	15

Chapter 1 for Migrant Children: Summary of Successes

Fiscal 1983 highlights and successes of migrant education in Ohio include the following:

- About 90 percent of the 3,190 participants were interstate travelers, most with home base addresses in Texas or Florida. The parents of about 10 percent were former migrants who have permanently settled in Ohio within the last five years. Less than one percent were from families who traveled within the state to obtain agricultural employment.
- During the summer months when regular schools were not in session, districts operated special migrant schools. In the spring and fall, both elementary and secondary migrant children spent most of the day in regular classrooms. Those who needed extra assistance were "pulled out" for supplemental instruction which was tutorial in nature.
- Emphasis was on instruction which helps younger students improve their basic skills in oral language, reading, and mathematics. The subjects most frequently studied by older students were English, mathematics, and science.
- Eight districts enrolling over 150 migrant students during the summer were Eastwood, Elmwood, Findlay, Fremont, Lakota, Old Fort, Pike-Delta-York, and Woodmore. Six districts—Genoa, Gibsonburg, Leipsic, Napoleon, Toledo and Willard—served 100 or more students in the fall.
- Two districts provided year-round programs, with 34 students enrolled in Fremont and 39 in Toledo.
- Forty-nine high school students earned one-half or more units of credit which were transferred to the high school of their choice in Texas or Florida, or wherever they plan to graduate. Information about hours of instruction was transferred for all high school students.
- The state migrant education center provided consultant services, developed instructional and recruitment materials, and distributed media resources.
- Additional materials will be available to migrant students next year, thanks in large measure to 546 instructional kits donated by *National Geographics*. Distribution will be through the state migrant education center.
- State-sponsored workshops were held for various groups including administrators, teachers, transfer record clerks, recruiters, and nurses. The most comprehensive inservice effort was a one-week English-as-a-second language workshop for teachers.
- Ohio's terminal for the national Migrant Student Record Transfer System continued to send and receive information about migrant children living in Ohio.

Special Programs for Handicapped Children

Another of the three special sections of Chapter 1 provides supplementary funds to meet important educational needs of handicapped children in state-operated and state-supported schools. In Ohio, during each of the past five years, an average of 5,900 children have been helped through this source of federal aid to education.

A trend toward fewer participants reflects declining populations in residential institutions and provision of more services through local schools. The grant awards have been stable enough for school officials to keep pace with inflation-related costs and to provide more effective services to the youngsters selected for Chapter 1 activities.

Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Award
1979	100	6,915	$6,788,169
1980	102	6,731	7,331,154
1981	99	5,885	6,993,862
1982	104	4,766	7,019,161
1983	109	5,128	6,825,058

In fiscal 1983, the Ohio Department of Mental Retardation and Developmental Disabilities provided Chapter 1 services to 4,469 youngsters. Participants were enrolled in two types of special-purpose schools:

- Eighty-six schools for mentally retarded and developmentally disabled children. (These schools are operated by county boards of mental retardation and developmental disabilities under the auspices of the state agency.)
- Ten schools for mentally retarded and developmentally disabled children residing in state developmental centers.

The Ohio Department of Mental Health provided Chapter 1 services in 13 schools within psychiatric hospitals. A total of 369 emotionally disturbed students benefited.

The Ohio Department of Education operates two residential schools for handicapped children—the Ohio State School for the Blind and the Ohio School for the Deaf. In fiscal 1983, these schools provided Chapter 1 services to 290 students.

Eighty-five percent of the handicapped children in Ohio who received Chapter 1 services were enrolled in county-operated schools. The others attended school on the premises of the state facility where they permanently or temporarily lived.

Chapter 1/Title I Participants by Type of School

Type of School	1979	1980	1981	1982	1983
County Boards of Mental Retardation and Developmental Disabilities	5,647	5,637	5,072	4,103	4,336
Mental Retardation and Developmental Disabilities Centers	450	431	269	144	133
Mental Health Hospitals and Centers	332	282	236	272	369
Ohio School for the Deaf	345	249	187	175	174
Ohio State School for the Blind	141	132	121	72	116
Totals	**6,915**	**6,731**	**5,885**	**4,766**	**5,128**

Special Chapter 1 funds for handicapped children are used to provide educational services that supplement those provided by state and other federal funds. An assessment of instructional needs frequently leads to a provision of services for children who are under or above the traditional school ages of six through seventeen. Information about age ranges has not been reported consistently in the last five years, but the data indicate that a trend toward providing more services for those under age five or under is emerging.

Fiscal Year	Participants by Age Ranges		
1979	23% Age 5 or under	64% Ages 6-18	13% Ages 19-21
1980	26% Age 5 or under	59% Ages 6-17	15% Ages 18-21
1981	27% Age 5 or under	56% Ages 6-17	17% Ages 18-21
1982	29% Age 5 or under	28% Ages 6-12	43% Ages 13-21
1983	29% Age 5 or under	26% Ages 6-12	45% Ages 13-21

Ninety-eight percent of all funds made available in fiscal 1983 through state agency provisions of Chapter 1 for handicapped children were used for instructional salaries, fringe benefits, or contracted personal services.

Expenditures by Function Areas					
Function Areas	**1979**	**1980**	**1981**	**1982**	**1983**
Salaries, fringe benefits, contracted personal services	99%	99%	98%	98%	98%
Instructional materials, supplies, equipment, supportive services	1	1	1	1	1
Administration	*	*	1	1	1

*Estimated 1-1.5%, mostly in salaries for 1979-1980.

Instructional activities and services for handicapped children are quite diversified. The types of teachers, specialists, and aides employed and the numbers of children they serve indicate instructional priorities.

Staff and Children by Instructional Areas						
Instructional Areas (Rank Order by Numbers of Children Served)	**Chapter 1 Staff (Full-Time Equivalent)**		**Children Served**			
	Teachers/ Specialists	**Aides**	**Ages 0-5**	**Ages 6-12**	**Ages 13-20**	**Totals**
Language development	22	7	269	384	429	1,082
Occupational therapy	15	4	337	249	155	741
Physical development	11	3	179	205	341	725
Preschool/early childhood	44	39	478	23		501
Multihandicapped	54	85	112	208	175	495
Developmental	38	52	74	192	200	466
Physical therapy	8	3	223	121	63	407
Prevocational training	11	12		25	359	384
Speech/hearing therapy	7		176	99	43	318
Infant stimulation	15	9	294			294
Behavior management	10	10	7	43	80	130
Home-based instruction	10		85	16	20	121
Reading skills	2			23	68	91
Math skills	1			17	18	35
Other	30	8	79	183	571	833

Another way to look at the impact of Chapter 1 funding for handicapped children is through the services provided within each of the types of schools.

The schools operated by county boards served the most children and, as would be expected, their Chapter 1 services were the most diversified. In fiscal 1983, services for preschoolers and classes for school-age multihandicapped children were typical priorities.

State institutions for the mentally retarded and developmentally disabled frequently used Chapter 1 funds to employ additional teachers and aides for developmental and prevocational classes.

At the schools for hospitalized emotionally disturbed children, Chapter 1 instruction was directed toward improvement of reading and math skills and toward prevocational and career awareness orientation.

Students at the Ohio School for the Deaf were provided work-study classes and occupational therapy.

Chapter 1 at the Ohio State School for the Blind included mobility training and improvement of daily living skills.

Because of the severity of handicaps and diversity of Chapter 1 services, statistics compiled at the state level must be generalized. As the table below indicates, from 76 to 85 percent of the students in all age ranges successfully achieved over one-half of their short-term objectives.

Student Progress With Short-Term Objectives

Degree of Improvement	Ages 0-5	Ages 6-12	Ages 13-21	Totals
Marked improvement (80-100% achieved)	51%	33%	33%	39%
Improvement (50-79% achieved)	34	43	43	40
Little or no improvement (49% or less achieved)	15	24	24	21

Chapter 1 for Handicapped: Summary of Successes

Students with severe handicaps are successfully achieving realistic short-term objectives. Teachers and other evaluators, using both subjective and objective criteria, report that fiscal 1983 Chapter 1 funds helped seven or eight of every ten students reach over half of the objectives set for them.

Typical achievements were such taken-for-granted skills as sitting without support, toilet training, self-feeding, making intelligible sounds, and communicating with teachers and parents.

Parents are involved in decisions related to placement of the child and types of instructional services to be provided. In some instances, home trainers or teachers help parents learn ways to cope with the child's deficiencies and to reinforce skills learned at school.

Chapter 1 funds are also used to provide workshops and other types of inservice training designed to increase teacher and parent effectiveness under very challenging circumstances.

In summary, severely handicapped children have a right to appropriate educational services and Chapter 1 is one piece of legislation which addresses this need.

Special Programs for Neglected and Delinquent Children

Separate provisions of Chapter 1 also provide funds for improved educational opportunities for neglected and delinquent children who attend state agency schools. The Ohio Department of Youth Services, the Ohio Department of Rehabilitation and Corrections, and the Ohio Veterans' Children's Home receive funds and conduct Chapter 1 programs.

During fiscal 1983, the Ohio Department of Youth Services used Chapter 1 funds to help 1,171 delinquent youngsters in nine schools. Emphasis was placed on additional basic skills instruction in the areas of reading and mathematics. Supportive services included language development.

The Ohio Department of Rehabilitation and Corrections provided supplemental reading and math instruction to 488 sixteen- through twenty-year olds serving terms at Lebanon Correctional Institution, Mansfield Reformatory, and the Ohio Reformatory for Women at Marysville.

The Ohio Veterans' Children's Home in Xenia provided 143 residents with extra reading and math instruction. Supportive activities included psychiatric services, tutorial assistance, and language development.

During each of the last five years, over one million dollars has been used to provide extra instruction to an average of 1,723 neglected and delinquent children, nearly all of whom were wards of the state or the courts.

Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Award
1979	14	2,231	$1,205,061
1980	13	1,369	1,370,301
1981	13	1,340	1,224,522
1982	13	1,873	1,244,168
1983	13	1,802	1,006,212

The number of participants served each year tends to vary in line with the number of children committed to agency care.

Chapter 1/Title I Participants by State Agency					
Agency	**1979**	**1980**	**1981**	**1982**	**1983**
Ohio Department of Youth Services	1,713	746	694	1,065	1,171
Ohio Department of Rehabilitation and Corrections	438	545	552	641	488
Ohio Veterans' Children's Home	80	76	94	167	143
Totals	**2,231**	**1,369**	**1,340**	**1,873**	**1,802**

Over 90 percent of all expenditures regularly go for instructional salaries, personal service contracts, and fringe benefits. The remainder goes for instructional resources and supportive services.

Expenditures by Function Areas					
Function Areas	**1979**	**1980**	**1981**	**1982**	**1983**
Salaries, fringe benefits, personal service contracts	97%	94%	93%	94%	95%
Instructional materials, supplies, equipment, supportive services	3	6	5	2	1
Administration	*	*	2	4	4

*Estimated 1-2%, mostly in salaries for 1979-1980.

Expenditures can also be categorized by instructional areas. During each of the past five years, over 50 percent of all available funds were used to improve reading skills. Another 35 to 43 percent of the expenditures were for mathematics instruction.

Expenditures by Instructional Areas					
Instructional Areas	**1979**	**1980**	**1981**	**1982**	**1983**
Reading	54%	51%	61%	55%	49%
Mathematics	43	43	35	40	35
Other*	3	6	4	5	16

*Includes tutorial services and language development.

Seventy-three percent of the 1,802 participants in fiscal 1983 received extra instruction in reading. To evaluate academic progress, standardized tests were used to check students' skills when they began instruction and again when instruction ended. During 1983, the extra reading instruction enabled 55 percent of these students to gain one month or more for each month of instruction.

Academic Progress in Reading Per Ten Months of Instruction*

Degree of Improvement	1979	1980	1981	1982	1983
Marked improvement (15 months or more gain)	65%	70%	73%	49%	46%
Improvement (10-14 months gain)	10	8	8	6	9
Some improvement (5-9 months gain)	10	7	7	6	8
Little or no gain (4 months or less gain)	15	15	12	39	37
Number of students	1,425	1,050	1,004	1,340	1,309

*Based on standardized test scores and prorated as necessary.

Sixty-six percent of the 1,802 participants received extra instruction in mathematics instead of, or in addition to, extra reading instruction.

The effectiveness of this instruction was evaluated in the same manner as reading instruction. During 1983, the extra mathematics instruction enabled 62 percent of 1,181 students to gain one month or more for each month of instruction.

Academic Progress in Mathematics Per Ten Months of Instruction*

Degree of Improvement	1979	1980	1981	1982	1983
Marked improvement (15 months or more gain)	55%	67%	72%	52%	51%
Improvement (10-14 months gain)	9	8	8	10	11
Some improvement (5-9 months gain)	11	4	7	5	6
Little or no gain (4 months or less gain)	25	21	13	33	32
Number of students	1,072	780	887	1,228	1,181

*Based on standardized test scores and prorated as necessary.

Chapter 1 for Neglected and Delinquent Children: Summary of Sucesses

Most neglected and delinquent youth who are housed or confined in state facilities which operate their own schools desperately need supplemental opportunities to learn basic academic skills. They also need personalized instruction designed to overcome negative attitudes and the effects of previous school failures.

Special Chapter 1 funds are set aside to be channeled through state departments of education to correctional and rehabilitation facilities. This routing of funds assures emphasis on instruction rather .han provision of more caretakers and better security.

Statistics only partially summarize the impact of this component of Chapter 1 in Ohio. Other highlights include the following:

- Individual students who need extra help with basic reading or mathematics skills are identified, their academic needs assessed, and appropriate instruction provided.
- Instruction funded through Chapter 1 supplements the instruction provided by the state to all students being educated under similar circumstances.
- Evaluation data indicate that over half of the youngsters receiving extra reading and mathematics instruction in fiscal 1983 made one month or more gain for each month of instruction. To appreciate the significance of these gains, keep in mind that most of these students were convicted felons and had poor or failing grades in previous school settings.
- Chapter 1 funds are also used to provide inservice training designed to increase teacher effectiveness under very challenging circumstances.

State Leadership

All Chapter 1 funds are channeled through state departments of education. The Division of Federal Assistance, which was created within the Ohio Department of Education in 1965, administers Chapter 1 programs. The one exception is that the Division of Special Education administers the component which provides funds to state agency schools for the handicapped.

Through the years, a staff of 15 to 18 experienced school administrators and educational consultants has helped local school districts and state agencies to ensure the delivery of concentrated and effective instructional services to children.

Major services provided by the Ohio Department of Education to local school districts and to state agency schools eligible for funds are as follows:

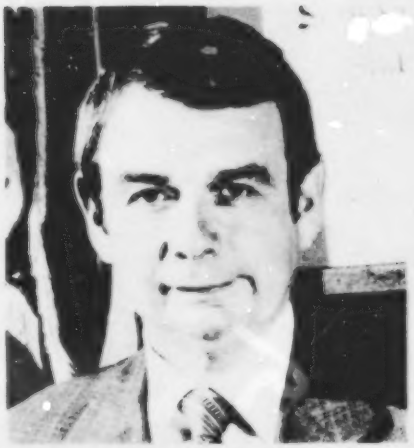
- Assistance in the planning and development of project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet federal guidelines.
- Approval of project proposals.
- Assistance with project implementation, staff development, parent involvement, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursements of funds, and preparation of statistical and financial reports to state and federal agencies.

The principal means by which division staff members provide information about the various programs are (1) office conferences; (2) field services; (3) meetings with local staff and parent advisory councils; (4) state and regional workshops and meetings; and (5) publications, audiovisual presentations, and speaking engagements.

During fiscal 1983, numerous conferences and workshops were sponsored by the Division of Federal Assistance. Major events included a statewide conference for program administrators and Chapter 1 teachers; a meeting for new Chapter 1 coordinators; several meetings for federal program directors from large districts; and various meetings for migrant education coordinators, teachers, aides, and support personnel.

Guidelines for Chapter 1 require the state educational agency to disseminate pertinent information. The Division of Federal Assistance distributes printed information about guidelines, application procedures, and promising educational practices.

State publications for fiscal 1983 included the final edition of *Title I in Ohio* and *The Clipboard,* a periodic report about the various programs administered by the Division of Federal Assistance.



Franklin B. Walter
Superintendent of Public Instruction

R. A. Horn, Assistant Superintendent of Public Instruction

State leadership objectives are directed toward ensuring the delivery of concentrated and effective instructional services to children.

Arlie Cox, Assistant Director, Division of Federal Assistance

Chapter 1/Title I in Ohio

Five-Year Financial Summary

Grant Awards

Programs	1979	1980	1981	1982	1983
Basic	$71,843,792	$84,609,916	$83,244,360	$80,281,200	$82,548,584
Migrant	1,468,656	1,712,154	1,712,154	1,712,154	1,455,331
Handicapped	6,788,169	7,331,154	6,993,862	7,019,161	6,825,058
Neglected & delinquent	1,205,061	1,370,301	1,244,522	1,226,168	1,006,212
Totals	**$81,325,678**	**$95,023,525**	**$93,194,898**	**$90,238,683**	**$91,835,185**

Five-Year Human Impact Summary

Number of Students Receiving Extra Instruction

Programs	1979	1980	1981	1982	1983
Basic	130,266	146,155	144,629	126,926	120,035
Migrant	3,872	3,203	2,860	3,240	3,190
Handicapped	7,357	6,731	5,885	4,766	5,128
Neglected & delinquent	2,231	1,369	1,340	1,873	1,802
Totals	**143,726**	**157,458**	**154,714**	**136,805**	**130,155**

PUBLICATION CREDITS

Ohio Department of Education

Franklin B. Walter, Superintendent of Public Instruction

R. A. Horn, Assistant Superintendent of Public Instruction

Arlie Cox, Assistant Director, Division of Federal Assistance

Eileen Young, Editor

PHOTOGRAPHY

Public school systems of Cincinnati, Columbus, Delaware, Dublin, Hamilton City, Huber Heights, Lakota, Marlington, New Philadelphia, Northwest (Hamilton County), Reynoldsburg, Warren City, Xenia; state agency schools operated by Marion County Board of Mental Retardation and Developmental Disabilities, Lebanon Correctional Institution, Ohio School for the Deaf, Ohio Veterans' Children's Home; Ohio Department of Education.

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no offical endorsement by the U.S. Department of Education should be inferred.

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Total copies printed: 7300
Unit cost: $.5635
Publication date: 6/84
(Excludes paper costs)